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ABSTRACT

Part of a major project of the Council for Cultural Cooperation, the project described was specifically designed to identify the aims of, the main approaches to, and problems encountered when teaching secondary school students how to use mass media, and to make proposals on how mass media education can be effectively delivered. Following a brief description of the project and the symposium program, summaries are given of the following lectures and the ensuing discussions: (1) "School and Media," Rene Dubuox (Switzerland); (2) "The Press in Schools," Claude Gambiez (France); and (3) "Television Studies as a Discipline," L. Masterman (United Kingdom). Two plenary sessions are described, followed by reports from three working groups, each of which briefly discusses four themes in relation to the education of young people in schools: media use and citizen education; young people, adults, and the media; the use of the image in teaching; and the implications of media studies for teacher training. Symposium recommendations are listed in four categories: mass media education, use of the image in teaching, media teaching, and teacher training. General conclusions presented by P. Corset conclude the report. Appendices contain the "UNESCO Statement for the Symposium on Secondary School and the Media," by Etienne Brunswic, the Unesco representative, and lists of participants, observers, and journalists who were in attendance. (LMM)

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CDCC Project No. 1 "Preparation for Life"

SYMPOSIUM ON

"THE SECONDARY SCHOOL AND THE MASS MEDIA"

Grenoble, France, 29 June - 3 July 1981

REPORT

prepared by

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COUNCIL FOR CULTURAL CO-OPERATION

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1. INTRODUCTION

The Directorate of Education, Culture and Sport of the Council of Europe recently held a Symposium on "The Secondary School and the Mass Media" as part of work on Project No. 1 of the Council for Cultural Co-operation entitled "Preparation for Life".

The symposium was arranged by the French Ministry of Education and it took place at the Centre Régional de Documentation Pédagogique in Grenoble (France), from Monday 29 June to Friday 3 July 1981.

In addition to the symposium officials and lecturers, the meeting was attended by 25 delegates from 19 member states of the Council of Europe, 4 observers from international organisations and 11 other observers including teachers, and journalists specialising in education.

2. AIMS OF THE SYMPOSIUM

The Grenoble Symposium formed part of the major project of the Council for Cultural Co-operation on secondary education, entitled "Preparation for Life".

The object of this project is to determine how secondary education can help young people to acquire, "the skills and basic knowledge necessary for taking an active and responsible part in their social and working lives, improving their employment prospects and adjusting to changing situations".

According to the group of experts set up to carry out this project, of which H Gauthier (France) has been Chairman since its inception, a broad general preparation of this type includes five elements:

- preparation for personal fulfilment
- preparation for life in society and in a democracy
- preparation for working life
- preparation for cultural life
- preparation for further study and training.

The final event of this project will be a major conference, to be held in March or April 1982, at which a declaration will be adopted and submitted initially to the Council for Cultural Co-operation and then to the Committee of Ministers of the Council of Europe.

The Grenoble Symposium was concerned with the sub-theme "Preparation for Cultural Life", one of the objectives of which is to prepare young people to take an active part in the cultural life of the community. This includes education for the mass media.

The objectives of the symposium itself were defined as follows:

- to identify the aims of, the main approaches to, and problems encountered when teaching secondary school pupils how to use the media;
- to make proposals on how mass media education can be effectively given.

Participants were to adopt a text at their final plenary session, which would be submitted (autumn 1981) to the group of experts entrusted by the Council for Cultural Co-operation with responsibility for Project No. 1; the main ideas in the text will be incorporated into the final declaration of Project No. 1.

3. PROGRAMME

During the symposium, short lectures by experts were to alternate with discussion in plenary session and in the three working groups set up by language (one English-speaking, one French-speaking and one bilingual) so that all participants could contribute to the exploration of the theme.

The symposium was opened on Tuesday 30 June by the Chairman, Mr H Gauthier (France), who is also Chairman of Project Group No. 1.

Prominent local figures present to welcome those attending the symposium were the Rector of the Académie (1) of Grenoble, the representative of the Mayor of Grenoble, the Chief Inspector of the Académie and the Director of the Centre Régional de Documentation Pédagogique, where the symposium took place.

Mr Marschall von Bieberstein, Director of Education, Culture and Sport greeted participants on behalf of the Secretary General of the Council of Europe and set the symposium's objectives in the context of the other work done by the Council for Cultural Co-operation.

Mr Gauthier then outlined the history of Project No. 1 "Preparation for Life" and the state of progress of its activities, so that those attending the symposium could relate their ideas to it.

The project's theme had emerged from consultation with the member states of the Council of Europe, the results of which, as understood by the Council, reflected dissatisfaction at the failure of the educational system to adjust to changes in society. Sometimes criticism was unduly severe, but it was growing as the problem of finding employment for young people - acute in Southern Europe - also grew. The difficulties of pupils in school, meanwhile, were similarly increasing as the school leaving age rose; the interests of young people in their formative years bore little relation to what and how they were being taught.

The substance of the project involved a search for means of making school more relevant to the needs of young people in the 8-14 age-group. The object was not, of course, to set up some ideal model but rather to assemble a body of accounts of experiments and informed thinking which could serve as a basis for constructive suggestions.

The project sought to look at problems as a whole, as could be seen from the five sub-themes into which it was divided. In the present context of the countries of Southern Europe, it was concentrating on three lines:

- preparation for life in a democracy;
- educational guidance and counselling;
- technological education and teacher training.

The method adopted entailed convening a working group of representatives of member countries to define guidelines, plan the work, and make provision for the relevant appropriations.

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(1) Chief Education Officer for the region.

Experts were then asked to carry out studies on particular questions, first consulting a wide range of sources and then writing consolidated accounts of their material, in relation to several important themes: personal life and social life, parental and family responsibility, democratic life, preparation for work, the use of the media at school.

Visits had also been made to ten Southern European countries, to find out how schools prepared young people for work and explore some aspects of the relations between school and various occupations. Mr Deforge, the Programme Adviser, would prepare a summary of the ten reports on these visits. To supplement them, schools in ten countries were also visited, and Ms A Trusso, of the Council of Europe Secretariat, was responsible for the report on these.

Lastly, a number of symposia had been held to produce concrete, realistic proposals in the framework of Project No. 1. The Council for Cultural Co-operation had asked each member country to appoint a correspondent to be responsible for the preparatory work for these, and had also set up contacts with non-governmental organisations. The Grenoble Symposium had been preceded by three others, each devoted to a sub-theme of Project No. 1: Athens (Greece), on the preparation for life in a society and a democracy in Southern Europe; Stockholm (Sweden), on social education for teenagers; and Vienna (Austria) on Europe in secondary school curricula.

The Grenoble meeting formed a part of this series; its purpose was to discuss "the secondary school and the mass media" as an aspect of the theme "Preparation for cultural life". The term "media" should be taken to mean written as well as oral and audiovisual media; and they should be considered as both instruments used in teaching and a subject of study.

Mr Gauthier ended his statement by pointing out that since there was no such thing as an ideal system of education, no-one could offer his own national system as a model. Everyone, however, could contribute useful experience and instructive information, because every country in Europe stood in need of them.

4. LECTURES

4.1 The introductory lecture was given by Mr René Duboux, teacher and sociologist, Geneva (Switzerland).

After referring to some recent studies related to the theme of the symposium (1), he put forward four premises, illustrating them with diagrams.

Premise 1

"The history of economic development and democracy is linked to the history of the media, information and public education. Every country today has a system of social communication that reflects its past, its attitudes, its general situation. We are moving towards a media supermarket, an 'information society'. An entertainment society as well. In a pluralist and increasingly media-influenced society, training and information remain basic requirements of democracy."

Since the enactment of press and compulsory school legislation, education and information had become inseparable from the overall evolution of the economy and democracy. But since the end of the 1960s there had been an "explosion" in the media and communications, which was shattering many social structures. Adults might be presumed to have the required abilities to adjust, but what about children? It was the school's task to provide everyone with the language and environment needed to offset inequalities of access to culture, as well as a foundation on which to base participation in the debates of a pluralist democracy.

Premise 2

"All children now in school belong to the 'television generation'. The electronic media are a part of their environment, their everyday lives. In every country, the school has to take account of communication systems and their particular effects to use all the media and especially to make a blend of the written word and audio-visual presentation."

In European countries young people spent an average, depending on the time of year, of 12-16 hours a week in front of the television screen (over 20 hours, for "heavy viewers"). The audio media (radio and cassettes) were the preferred media of the young, but the influence of the environment and even more the family continued to be dominant in the education of young people, filtering the effects of the media.

The intensity of media consumption among the young was raising the problem of the influence of audio-visual language on thought structures, development of intelligence and capacity for verbal expression. The school must certainly not remain aloof from this environment's impact on the child but ought rather to integrate the media into its educational policy.

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(1) In particular, the UNESCO Report on "Media Studies in Education", No. 80 in the reports and papers on mass communication series, 1977; the study by Claude Gambiez on "The use of the media at school to prepare youngsters for life", in the education and culture series, Council for Cultural Co-operation of the Council of Europe (Strasbourg 1981); and Recommendation 15 of the MacBride Report "Many Voices, One World - Communication and Society Today and Tomorrow", UNESCO 1980.

Premise 3

"School, from kindergarten to university, must define a comprehensive policy for the media in education; it must also follow a consistent policy as regards the equipment of classrooms, the training of teachers, the inclusion of the media among teaching aids and/or as a teaching subject, and media protection, in co-operation with the press and taking into account current experiments.

Introduction to the media should be gradual, beginning with the first year at school and extending throughout school education. Mainly through the teaching of traditional subjects. In practice, the use of the media as teaching aids and media education are inter-related and complement each other. But reading and writing remain preponderant in the formation of intelligence and acquisition of learning."

There were two main reasons for the relative failure of the media to become integrated into the school: material was not suited to the conditions of teaching, and there was no "overall conception of the media" in education.

Schools should be consistent in their use of the media. There were a few general principles:

- physical and creative activity should be encouraged to counteract the negative effects of the electronic media, eg passiveness;
- priority should continue to be given to the acquisition of basic knowledge;
- schools should be given the means to implement a fully fledged policy of media integration.

And a few general proposals could be put forward:

- An "overall conception of the media" was a must in education; as teaching aids, they should be introduced gradually at every level.
- There should be a "union of writing and the audio-visual": multi-media teaching should be intensified, especially for children from underprivileged backgrounds.
- The media should also be a subject of study.
- All teachers should receive at least some training.

Premise 4

With newspaper files and cassettes, the media have now made their way into the schools. Teachers increasingly prefer everyday TV broadcasts to school-TV programmes. Educational bodies at national and European level must take rapid technological development into account, co-ordinate their action, co-operate in research on the media and in media production."

Experiments in school and educational TV had not taken hold in school systems (except in Japan and the United Kingdom), but with the advent of video-cassettes broadcasts could be used easily in the classroom. For this, a coherent policy for the use of media in schools would be necessary, along with co-operation at all levels between school and media.

It was important for all European countries to co-operate in research, educational use of media and programme production.

After drawing attention to the consequences for the education of young people of the environment created by the electronic media, and in the near future by computerisation, the speaker ended his lecture by emphasising the pre-eminence of the school and of teaching in the educational process: "Today as in the 19th century, information and education remain the fundamental guarantees of our freedom. It is time for the media and the school to work together and co-ordinate their efforts".

Discussion

Several participants contributed to the discussion that followed.

Mr A Malecos (Cyprus) thought that the expansion of the media and especially television raised more problems than it solved. Every source of information, beginning with the publication of the Bible, had raised problems, but now there were the additional ones caused by the culture gap between generations.

Mr J Mertens (Belgium) said that the form of teaching had remained unchanged despite the new educational tools. It was difficult for teachers to use audio-visual media, but the mental attitudes of adults were also an obstacle to the growth of audio-visual education.

Mr C Xuereb (Malta) agreed that video and cassettes allowed the teacher more control over the use of the media than broadcast radio and television.

A teacher (Switzerland) observed that the teacher's role was an essential one and could not be subordinated to the technical imperatives of broadcasting.

Mrs I Stenbeck (Sweden) raised the question of royalties for TV broadcasts used in schools.

Mr L Masterman (United Kingdom) said that a distinction had to be drawn between the media as teaching resources and the media as a subject of study. Media-transmitted messages were full of substance but the media were not neutral carriers; pupils must learn to approach them critically before they could be used in teaching.

Mr A Espinosa Alarcon (Spain) raised the question of the relationship between reading and television. As a rule young people learned words through writing and reading; but they might well be so fascinated by the televised image that would be unable to pay attention to an explanatory commentary.

Mr Y Eveno (International Federation of Secondary School Teachers) wondered what effect the media had on the reduction of educational inequalities; communication skills were poorer in underprivileged environments, and perhaps this would add to inequality in message reception. If the media were to be effective in education, schools would have to take these inequalities into account.

Mr C Doelker (Switzerland) suggested that media studies should be geared to social background in the interest of better integration. Also, effects should not be mistaken for causes, blaming the media for every evil.

Mr Gauthier (France) concluded the discussion, reminding the meeting that in the project being prepared by the Council for Cultural Co-operation reading and writing were considered as the foundations of all further learning.

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After a brief presentation by Mr P Leroux, Director of the Centre Régional de Documentation Pédagogique of Grenoble, of the work of the Centre, Mr Claude Gambiez (1) (Press Office, Information Department of the French Ministry of Educacion) was the next speaker.

4.2 "The Press in Schools"

Mr Gambiez said, in reference to the dominant role of information in the world, that the new broadcasting and transmitting techniques had so extended the field that people were positively assaulted by it and implicated in every event taking place in the world. The teacher's responsibility to the young was to help them take a critical attitude towards this mass of information. That was the only reason for studying the written press at school.

The written press was a more appropriate medium than the audio-visual for exercises on the language of journalism and comparative presentations of the day's news, and such exercises drew in many subjects and were conducive to teamwork.

Teachers and press organisations had made great efforts in conjunction with the study of the press, which had become an established part of education. There were many instances of co-operation between the two in European countries and in France in particular, where associations of journalists had been set up to work with teachers, and teachers were being encouraged not only to introduce the subject into their classroom activity but also to arrange trips to newspaper offices so that young people could get some idea of how a newspaper was put together.

The use of the written press as a source material in teaching demanded that teachers be fully trained and show scrupulous respect for neutrality in their work, if their exercises were to have any value for critical analysis. Teaching materials, such as worksheets, were now available for this purpose.

The speaker ended by quoting Jacques Fauvet, Editor of Le Monde: "The ability to master the information media and adopt a critical attitude towards them is a sure way of enabling a person to be better informed and get the most out of the media. A reader who understands how a newspaper is made and is able to analyse an article and compare sources will be a more exacting reader; and the first place where these things can be learned is at school".

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(1) Author of the study "The use of the media at school to prepare youngsters for life", written for the Council for Cultural Co-operation at the request of the Directorate of Education, Culture and Sport.

As the agenda was rather full, there was little time for discussion.

Mr J Mertens (Belgium) was sceptical about teaching the press at school. Mother tongue teachers did not like their pupils to have too much contact with such a specific language and style; in the study of foreign languages, on the other hand, newspapers were useful.

Mr Y Eveno (FIPESO) pointed out that in reality the study of the press was no easy matter; schools were inadequately equipped and as far as neutrality in teaching was concerned, it was hard for teachers to follow a code of ethics that was only implicit. The meeting should consider ways of protecting teachers' professional rights and freedoms.

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4.3 Statement by Mr L Masterman: "Television studies as a discipline"

As a lecturer in the Nottingham University (United Kingdom) School of Education and a communications expert with a long experience of group leadership techniques, Mr Masterman quickly captured his listeners' attention.

The use of television in education gave rise to uncertainties and criticisms of every description. The first thing to do was to clarify the debate by distinguishing between mass communication media, media which could be used individually and combinations of media or multi-media. Should they be lumped together and studied as one, or did each require a specific approach? These questions must be answered before anybody began using them at all.

The greatest problem was always one of attitude. Television was not a microbe against which citizens had to be vaccinated. Too many teachers could not distinguish between a critical attitude and an evaluation implying a value judgement. Genuine evaluation meant putting aside all preconceived ideas, and seeking to understand and so appreciate.

As far as the use of television in teaching was concerned, the first thing the teacher had to bear in mind was his pupils' interest in their favourite programmes. After all, the real television experts were the young. If their knowledge of television were taken seriously, the traditional hierarchy between teacher and taught would break down and the organisation of instruction in its wake.

The next question was, how to teach about television. From the beginning, it was like learning to read. The young viewer must be made to appreciate how communication could take place otherwise than through a verbal code - by means of the other senses, and in particular by decoding images. This was the starting-point of a process at the end of which they should be able to consider the treatment of messages conveyed.

At this point, the speaker showed the meeting one part of a broadcast from the English television series "Panorama", a documentary on a suburban London school frequented daily by 70 teachers and 400 pupils, a large proportion of whom were migrants. For those attending the symposium, this was, of course, intended as a practical exercise; they had to consider how the picture was put together and what it meant to different viewers.

The viewing was followed by discussion.

Mr A Malecos (Cyprus) said the documentary showed that young people were indifferent to what the teacher was offering them. He wondered whether they were aware of their own attitude, and whether the film had been made with a hidden camera.

Mr J Alexander (United Kingdom) asked whether the problem was not that of the classroom institution; how could a teacher get reactions from his pupils? Did not the presence of the camera change the relations between teacher and taught?

Mrs I Stenbeck (Sweden) said a documentary of that type could be made by two people, but union regulations required a crew of nine.

Mr Duboux (Switzerland) raised the question of what the producers of the programme were trying to prove; in any event viewers were not informed that the film, which to them seemed to be objective, had been carried out with some specific end in view.

Mr Alexander (United Kingdom) asked whether the headmaster had agreed to the film being shown.

Mr Eveno (FIPESO) asked whether the school had learned anything from the documentary which raised, inter alia, the problem of teaching children from migrant families.

Mrs Ghodsi (Belgium) thought the situation shown in the documentary was not extraordinary; young people were not motivated for learning. Teaching should centre upon their interests.

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5. PLENARY SESSIONS

Mr P Leroux opened the plenary session on Wednesday 1 July and described the Centre Régional de Documentation Pédagogique (CRDP) of Grenoble, of which he was director.

The CRDP is an educational documentation centre administratively attached to the Centre National de Documentation Pédagogique (CNDP); at the national level, the latter plans the educational documentation programme in liaison with the regional centre in each Académie (1). In the Grenoble Académie the regional centre has four local branches, the département centres; through their links with documentation and information centres (CDI) in 160 schools, the local centres remain in close touch with teachers' needs and that is their chief advantage.

The regional centre serves as a resource centre (media library and documentation referring to the region). In liaison with the Académie inspectorate, a team of seconded teachers direct the pedagogical side of activities (subject, interdisciplinary and cultural) forming part of initial and in-service training. It also produces documentary material on school and regional life and is equipped with technical facilities (print-shop, audio-visual production equipment, sales service).

MM Hebert and Berthier then presented a multi-media production in the "La France face à l'avenir" (France faces her future) series. Mr Treffel (Ministry of Education) added that twelve Académies were contributing to the series, so that subjects naturally differed according to the region. Regional television agencies and the local press were involved in production distribution. Guides to the use of material were available for teachers and pupils.

The unit of the series shown to the meeting was called "Croissance d'une ville: le cas de Grenoble" (Growth of a town: Grenoble); it consisted of twenty slides and tape-recorded sound on cassette and its purpose was to introduce the historical dimension of a site as one factor in urban development, insofar as the present landscape could be explained in part by past events and their traces.

MM Hebert and Berthier had conducted a survey among teachers to determine the impact of the series; the results had demonstrated conclusively that there was a very close connection between the teacher's perception of audio-visual material and the use he would make of it in class.

In the afternoon a small group of pupils (aged 10-11) and their teachers came to present the results of their classroom work on that unit of the series to the symposium and gave very frank replies to the questions they were asked.

Mr E Brunswic (UNESCO, of the Division of Methods, Materials and Techniques) said that the body he represented was most interested in the work of the symposium and briefly outlined UNESCO's media education programme (2).

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(1) Académie can be loosely described as the Local Education Office.

(2) The full text of Mr Brunswic's intervention appears in Appendix 1 of this report.

UNESCO had interested itself in communication very early, and had carried out a project on "audio-visual literacy", ie educating users of the mass media. In 1978 it had published a paper by Mrs Sirkka Minniken (Finland) entitled "A general curricular model for mass media education" aimed at a knowledge and critical use of the different media (press, radio, television and films) for secondary education.

The programme approved at the latest general conference was more particularly concerned with the problem of the implications for education of the growing role played by the media in society. The obvious interdependence and close connection between communication systems and education called for an exploration of the means of making the relations between them as positive as possible. Institutionally, however, the two systems did not work comfortably together. Despite some efforts, the link between the messages which the user received through the mass media and the instruction dispensed in schools or allied institutions remained weak, when it was not either non-existent or antagonistic.

With the imminent advances in communication technology, educational institutions were likely to have even greater difficulty in co-ordinating the content and methods of general education with social, technical and scientific progress.

It would seem an appropriate moment, therefore, to reconsider the relations between communication and education systems in an effort to define new educational strategies incorporating education and communication in a single whole, and to undertake a thorough re-thinking of the allocation of functions and responsibilities between the two.

Considering that just as much education took place in informal systems as at school, the object would be to redefine the responsibilities of the three groups involved - communicators, educators and media users - although there had been little research into the behaviour of the latter and media acculturation varied widely from one country to another.

This being the case, UNESCO was concentrating on two areas, one relating to content and methods and the other to policy, that is, the organisation of the education and communication systems.

In the first area, activities ran along the following general lines:

- "educommunication": preparation for appropriate use of communication in both individual and social terms;
- indirect education: revision of educational curricula, courses and methods to take into account the pupils' everyday world;
- appropriate teacher training;
- improvement of young people's response to the audio-visual environment;
- analysis of the cultural effects of the growth of mass communication media.

And in the second area:

- encouragement of public participation in the programming of educational, cultural and communication activities;

- in view of the need for a harmonious cultural policy, association of the communication and education systems at the planning level;

- with a view to permanent education, a possible re-distribution of educational functions among social institutions, and definition of tasks and material which could be covered by other forces in society (family, youth organisations, trade unions, cultural associations and, more particularly, broadcasting corporations).

Mr Eck, Head of the Private Office of the French Minister of Education, opened the final plenary meeting.

Speaking on behalf of the Minister of Education, he said that his ministry was very interested in the relations between European states within the framework of international co-operation, and more particularly in the educational activities of the Council of Europe. Congratulations were in order for those who had put in hand the bold programme of Project No. 1 "Preparation for Life" and for the participants, who had contributed to the development of an effective media education.

As a professional journalist, he observed that in France the press had been allowed inside the school since 1976 but only as an adjunct to books, whereas in fact it should be regarded as the embodiment of current events and also as one form of participation in the life of society. In reality, information was still being treated in French education as sexuality had been ten years before - it was a necessary evil, a menace to children, families and school, and a source of conflict and perversion.

He then elaborated on three aspects of information: its uniqueness, system and pluralism.

What was unique about information was its "immediacy". Albert Camus had said that the journalist was the historian of the moment; studying the press independently of its subject-matter (events) meant reducing it to the status of a text, divorced from the present, and was therefore a denial of its nature.

Working on unsold copies of newspapers prevented young people from realising that history was themselves and the people around them; and concentrating on feature articles at the expense of news-items and messages reflected an ivory-tower approach.

Teaching young people to use the press meant making them see that the news - that which was furthest removed from their textbooks - was what created problems, and that it had to be received with curiosity, personal investment and a critical mind.

To that end media education should not be left to newspaper publishers and the administration but should be opened out to include the teachers - and their representative organisations - administrative personnel, journalists - and their unions and recognised training schools - printing workers and other press professionals.

Information was a system embracing radio, television and the press - the least unreliable means of going back to an item of information, checking and evaluating it.

Media study could not confine itself to the examination of press cuttings, ignoring the social and technical aspects of the information process. An education in the media must cover, at the same time and comparatively, the three major forms of participation in world events: visual, aural and written.

Information was pluralist or it was nothing. It could not be otherwise, if young people were to learn to be informed citizens possessing the resources needed to take part in a democratic debate. Comparison of sources excluded a monopoly, but it did not mean the systematic comparison of two daily papers or television newscasts either, any more than the comparison of a press cutting and a school text chosen for its kinship.

Pupils should have a say in the choice of sources. A comparison of their own sources of information, such as comic strips, which had little value as information in the traditional sense, with other written or broadcast reports appearing the same day, could not fail to be of use.

These principles, the application of which should incorporate the conclusions of the symposium, should lead to a fresh overview: "The object", the speaker concluded, "is to bring within reach, first of the teachers and then of the pupils, contact with journalists, press firms, and radio and television stations, chiefly regional. In this way information would be approached as a social issue and education would be neither remote from nor indifferent to it. Your aim is to prepare pupils for life. If the citizens of the future are not to be afraid of politics, the educational system must first cease to be afraid of events".

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The meeting continued with the presentation by the rapporteurs of the conclusions reached in the three working groups. On the basis of the general report on the symposium, participants discussed and approved the text of the recommendations.

Mr Gauthier closed the symposium, thanking those present for their fruitful efforts.

Mr Eveno (FIPESO), speaking for all the observers, thanked the organisers for giving them the opportunity to be actively involved in the work of the symposium.

6. REPORTS OF WORKING GROUPS

All three working groups made full use of the four meetings (each lasting 2 1/2 hours) set aside for them in the symposium programme, and one of them held an extra meeting on the free evening.

The groups were formed according to language (two French-speaking groups and one English-speaking). But - by coincidence? - each group turned out to be relatively homogeneous as regards the professions of its members (teachers, administrators, media people), and this was no doubt good for exchanges and the quality of discussion.

Four themes were suggested to the groups as a basis for discussion:

- the use of the media and the education of the citizen;
- young people, adults and the media;
- the use of the image in teaching;
- the implications of media studies for teacher training.

As may be seen from the groups' reports these subjects were discussed in contexts of varying scope, but always in relation to the concrete reality of the education of young people in schools.

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6.1 Report of Group 1 (French language)

Chairman: Mr C Doelker (Switzerland)

Rapporteur: Mrs M F Thouvenot (France)

What must be understood is that adults and children live in a constantly changing world which is totally pervaded by the media and in which the business of the school is to help children to become free and responsible citizens. Studying the media as cultural environment is an urgent task.

This being so, we consider it essential to develop the critical faculty, meaning the ability to stand back from and acquire mastery over the interplay of socio-cultural forces, in particular those at work in the media. Every citizen should have access to the media, as a sender as well as a receiver of messages, in a true spirit of freedom and democracy. Familiarity with audio-visual techniques and languages, the first prerequisite for access to the media, must therefore be provided by the school.

For forms of verbal communication, in which, traditionally, the school has excelled, the methods of reading and writing are well-established; but this is not true, thus far, in regard to forms involving image or sound or combinations of the two.

The image ought probably to be seen, however:

- as a stimulus to education of the eye and to visual culture;
- as a powerful illustrator, valuable as simile, as symbol and in terms of imaginative appeal;
- as a motivating force, by virtue of its close association with the emotions;
- as a source of learning and in compensatory learning, the dynamic exchanges between the two being essential to the formation of basic mental structures;
- lastly, as a means of self-expression leading to communication for those hitherto regarded as "less able".

Learning through images, always situated in space and in time, must remain completely open; the teacher has no monopoly on meaning, interpretations are all relative. Tolerance and freedom are indispensable conditions.

Of course, this imposes new requirements on teacher training:

- for media studies and hence in audio-visual processes and communication languages;
- in the handling of technical equipment;
- in group work and the interdisciplinary approach;
- in group leadership;
- in the respect for cultures and opinions;
- in the capacity for research and the respect for that capacity in teaching practice;
- in in-service training.

Every citizen should have an acknowledged, fundamental and concrete right of access to the media as a means of expressing his participation in society.

Increased attention to the media should narrow the steadily widening gap between the world of the young and that of adults, and above all, reduce the school's inevitable timelag in relation to real life.

Bodies should be set up for co-operation between media producers and the schools.

All the efforts made in education should be supported and integrated by a comprehensive policy on the communication media.

6.2 Report of Group 2 (English language)

Chairman: Mrs I Stenbeck (Sweden)

Rapporteur: Mr J Alexander (United Kingdom)

1. The use of the media for educating the citizen, and educating the citizen in the use of the media, are quite discrete, distinct and separate, one from the other. The four questions for group discussion thus need to be addressed to the two issues.

2. The use of education media

i. The term "educational media" describes structured materials designed to support and to promote the achievement of desired curricular objectives, skills and interests.

ii. "Effective use" of educational media implies purposeful selection, effective integration and skilful exploitation of the materials on the part of teachers. The teacher remains in control of the media, and acts as a mediator of it.

iii. If teachers are to use educational material effectively they require adequate preparation through pre-service and, later, in-service education. Those who teach the teachers must therefore be fully aware of educational media.

iv. Teachers need:

a. to know what materials are available in the age-range or subject specialism(s) they teach;

b. to recognise and appropriately value the resources offered by the media;

c. to have adequate access to these materials, ideally in recorded form;

d. to be confident and competent in handling the hardware for playback of media materials.

v. The teacher has a right to expect that anything available from the educational media producers will:

a. provide relevant resources, otherwise unobtainable by the teacher;

b. display a quality of production which is equal technically to that in other genres of material in the same medium, and as good or better in conceptual clarity;

c. be produced with due regard to the age, experience and language level of its target audience;

d. contain up-to-date information and/or handle issues and experiences in an authentic, considered and sensitive way;

e. be motivating, interesting, often challenging and sometimes even exciting or otherwise emotionally moving;

f. as appropriate, contain, implicitly or explicitly (in the latter case perhaps through teachers' notes, or teacher-directed programmes or sections or programmes) ideas which develop teachers' own subject or age-range specialisms.

Skilful use of well-produced educational media does not make teaching easy, but it does increase the effectiveness of learning.

3. Educating the citizen about the media

i. Importance of media studies

a. One of the hallmarks of a free society is the freedom of its public communication media. A free press, and the vesting of editorial freedom in the broadcasting media, are both indicators of, and safeguards for, the individual citizens of that society. This alone makes the study of the mass media worthy of attention within formal education. Add to this the extent of the consumption of the mass media by young people and the case for the inclusion of media studies in the school curriculum is overwhelming. It should form a basic element of the preparation of young people for adult life.

b. It is tempting for teachers and parents to think negatively about the mass media; even to wish that they would just go away. But the media will not go away; indeed, we are on the verge of a further media explosion. Technical developments like direct satellite broadcasting, video discs, video texts, cable television, and other innovations, will mean that far more material will be available by the end of the century than we can currently imagine.

Thinking citizens should accept this and accentuate its possible advantages. As it is, television has led people to read books they would otherwise never have heard of; the serialisation of a novel is a guarantee that the novel will appear in the best-seller's list. And he who imagines that before the coming of television people spent all their time reading books, visiting art galleries and engaging in creative activities deceives himself; there never was a twentieth century golden age which television displaced. The chief losers from the progressive increase in television usage have been the producers of children's comics, not the public libraries.

ii. Aims of media studies

Central to media studies is the concern to equip students with critical and analytical tools for understanding and interpreting mass media messages. This is not a simple matter. It implies a recognition of the way that social knowledge - and even our perceptions of reality itself - are constructs, not universal truths. Our culture itself is the sum total of the ideas, social knowledge, values and frameworks we jointly share. Media studies is about clarifying the part played by the mass media (a) in representing society's knowledge and values and (b) in shaping the way in which knowledge and values are acquired.

iii. Realising the aims of media studies

Strategies are needed to make this huge task possible. Approaches might include:

a. examination of the issues seen by the mass media as being "problems". What are these issues? Unemployment, racial minorities, industrial performance, economic recession, public order, migrant workers, civil unrest, natural disasters, violence ... the list is extensive. How are they treated by the mass media? The media have to give a highly selective account of these problems. A major strike is big news; but the fact that at any one time the vast majority of employees is productively at work is not news. A sectarian killing in Northern Ireland is news; the fact that most inhabitants of the province live a perfectly normal life for the overwhelming majority of the time is not news;

b. examination of the visual image. Much valuable practical work can be done without elaborate equipment, as well as good theoretical and analytical study. How do we read pictures? What is the cumulative effect of juxtaposing a sequence of images? What is the effect of the camera angles on our perceptions of the relationship between two or more people in a television interview or play? And what of the selection and sequence of material shown on television? A visual sequence shown on its own is often very ambiguous. The accompanying commentary fixes the interpretation we take from a sequence of visual images. If pupils are given sheets of photographic contact prints they can, from them, construct a range of different "stories", - and meanings - from the same basic data. This work leads to the crucial notions of codes, encoding and decoding;

c. examination of genres of programmes. How do the various media treat news, sport, quizzes, etc?

d. translation from one medium to another. How does a television writer adapt a novel or a short story for film or television? Can pupils identify where problems will occur? What insights do pupils achieve in observing how the difficulties are overcome?

The above are merely examples of ways into the study of the media, and by no means an exhaustive list. The characteristic they share - and must share with all analytical work on media - is the study of actual media texts themselves. These texts should not be exclusively from high literature and art. It is necessary for pupils to work also on texts from popular culture: comics, popular television programmes, the range of newspapers and journals, etc, and to sharpen their critical and analytical skills across a wide range of materials. Among the information they will need for such exercises is knowledge of the ownership and control of the various mass media, the techniques the media use to put across their messages, and the values implicit in those messages. Such a study sheds light on important questions about ideology.

iv. Practical work

Analysis of the media, however, is not enough. Pupils need to be actively involved in the production of work using different media. This is necessary in order:

a. to encourage a wider range of communication skills than those usually employed in schools;

b. to enable pupils to engage more critically with the media through having the opportunity to encode as well as to decode media messages. Such work ought to include a range of alternative codes to those normally employed by the dominant media.

v. Extent of media studies work in Europe

Study of the mass media is included in the curriculum of schools in several European countries, including Germany, Switzerland, Sweden, Norway and the United Kingdom. There is variation in the amount of time devoted to it, and in its place as a separate curriculum subject or an element within other subject areas. Sometimes a study of the mass media is subsumed under work in areas like "Social and life skills" or "Social studies", or appears in the syllabus of study of the native languages of the various European countries, ie within"English"in British schools, within "Swedish" in Swedish schools, etc.

vi. Teaching methodology

One of the objectives of mass media education is to encourage autonomous student judgements; to encourage our future citizens to make critical judgements of television, film and the press when there will be no teacher present. It follows that teachers should employ a methodology which will encourage such autonomy. He/she will not normally be the possessor of "right" answers. Rather the media should be seen as giving rise to a number of problems which teacher and students will need to solve on a collaborative basis. Participatory methods such as simulations, creative work, discussion and small group work will have an important part to play in such teaching.

vii. Conclusion

Media studies lays bare tacit assumptions about society, authority, value and truth. It should not be the aim of media studies to produce a generation which believes that there is a hidden conspiracy to maintain the status quo, or people who think that they can believe nothing they hear, read or watch from the public media. On the contrary, it should be an activity which equips pupils with the means of making positive, autonomous personal judgements. A society is made stronger if it equips its citizens with the knowledge, skills and insights they need to undertake an informed and participatory role. Proper study of the media assists the realisation of this end.

6.3 Report of Group 3 (French language)

Chairman: Mr C Gambiez (France)

Rapporteurs: MM R Duboux (Switzerland) and C Gambiez (France)

The group had thirteen members, representing France, Belgium. Austria, Portugal, Switzerland, Netherlands, UNESCO, FIPESO, AJU (the Association of University Journalists) and CIP.

It defined the media as follows: "Any means of unidirectional communication used by an individual or a small group of persons to pass a message to an unlimited number of receivers".

The media include written, aural and audio-visual sources, ie the press and publishing, radio, records and cassettes, films and television.

Theme 1: The use of the media and the education of the citizen

The group considered this theme in relation to the education of school-age children as future citizens.

In a society increasingly pervaded by the media, three trends can be discerned:

- media are used by all teachers at all levels of education;
- or a separate subject is introduced and taught by specialist teachers;
- or both.

The group expressed the following desires:

- that the media should be incorporated into teaching in all their forms: press, radio, TV, films, etc;
- that use should be made of ordinary television broadcasts (as opposed to schools TV).

The objectives of this process were as follows:

- the young should learn to assemble and understand the information conveyed by the different media;
- their critical faculty and judgement should be developed;
- their interest in the news, information and public affairs transmitted by the media should be expanded;
- their participation in public affairs should be developed.

The methods employed should be the following:

- incorporation of written and audio-visual media into instruction as teaching aids;
- comparative analysis of different media;
- familiarity with the press, television and information;
- practice in information.

Certain conditions are essential for all teachers and must be respected:

- initial and in-service training in press and information;
- adherence to ethical principles of neutrality and objectivity;
- recognition of the right of individual initiative within the teaching team;
- respect for professional rights and freedoms.

Theme 2: Young people, adults and the media

Children and young people have at their disposal an increasing number of media of their own, but they are attracted by adult broadcasts.

Consumption of the media as entertainment can be positive for the young if parents and teachers encourage discussion.

In response to the multiplication and diversity of the media,

- serious research should be conducted to assess the positive and negative effects of the electronic media on children's development;

- parents' attention should be drawn to the importance of the media in the everyday lives of children and young people;

- parents and teachers must be attentive and available, must elicit reactions and dialogue;

- schools radio and television bodies should co-operate with national and European production companies, especially in the countries of Southern Europe, in the co-production of series of entertainment and educational broadcasts.

Theme 3: The use of the image in teaching

The group regards the following as necessary:

1. to incorporate images of all types, still and animated, created and received, for amusement and for transmission of knowledge at all levels of education;

2. to give all pupils an awareness of the "language of pictures", particularly in art lessons;

3. to explore the way in which still and animated images are received by children and young people, to promote research in the field;

4. to teach children and young people how to produce images (photos, slides, films, video); studies can be carried out on newspaper photos, for example; lack of resources need not be an obstacle to the introduction of the media in school;

5. to equip secondary school classrooms with video cassette recorders and colour television; the advantages of the former are that they are easy to use and flexible, and enable the flow of information to be regulated. School video equipment can also be used by associations and the general public.

Theme 4: Teacher training

Systematic initial and in-service training should be regarded as a matter of priority. Teachers should have a say in the definition of curricula. We recommend the following:

- the introduction into university and college of education curricula of communication studies: techniques of oral, written and audio-visual communication, group and mass communication;

- theoretical and practical knowledge of press, information media;

- research into the various aspects of the media and their impact on society;

- co-operation with press and media professionals, holding of seminars, meetings open to teachers, parents, youth and community workers, private firms.

7. RECOMMENDATIONS

Mr P Corset (France), General Rapporteur for the symposium, then presented his report which was discussed and amended by participants before its final adoption.

SYMPOSIUM RECOMMENDATIONS

The symposium, after defining the media as:

"Any means of unidirectional communication used by an individual or a small group of persons to pass a message to an unlimited number of receivers",

considering:

- that adults and young people live in a perpetually changing world, in which the media are increasingly important, and

- that school, whose function is to help children become free, responsible citizens, must urgently concern itself with giving them a thorough grounding in the mass media, as it has, in part, started doing in certain countries,

concluded by submitting the following proposals:

1. A mass media education

i. Spoken and written language is basic to the individual's general education, and must remain so, but educators should concern themselves with mass media education for the young, and receive the necessary means;

ii. parents and adults should be advised of the importance of the media in young people's lives, so that, through their relations/contact with the young, they can help enrich their use of the media;

iii. at all levels of schooling, comprehensive media education (covering the press, radio, television and film) should be introduced. Like all learning, learning about the media necessarily creates a role for the educator, who develops the skills users need to make better use of the media;

iv. this specifically media education should be seen as quite distinct from the use of media as visual aids (which have traditionally been regarded as neutral and transparent carriers of messages).

2. Use of the image in teaching

i. At all levels of education, it should be possible for teaching to incorporate media material, whatever its form, nature or provenance, care being taken to ensure that it is perfectly suited to the target audience and the subject taught;

ii. Pedagogically, the image has various points:

- it is a stimulus to education of the eye and to visual culture;

- as well as being a powerful illustrator, it is valuable as simile, as symbol and in terms of imaginative appeal;

- it is motivating, by virtue of its close connection with the affective and cognitive domains;

iii. central to the education process, the image could be a potential help, in particular to compensatory education for young people from disadvantaged backgrounds, insofar as, between the two types of education, there is dynamic interchange which is vital to the formation of basic mental structures;

iv. as a means of self-expression, the image should enable young people, the disadvantaged especially, to become communicators.

3. Media teaching

3.1 The aims of media teaching should be to:

i. train pupils to extract information from the messages put across by the various media. This should develop their interest in the current scene and in information about public life, with a view to encouraging them to participate in public affairs;

ii. foster a discriminating attitude towards media messages, ie develop an understanding of symbols and codes, and thus an ability to maintain critical distance (de-mythologising in some cases);

iii. develop awareness of the media's function in spreading knowledge, cultural heritage and shaping society's ideas;

iv. teach pupils to produce images, a knowledge of audio-visual techniques and language being the basic prerequisite if the media are to be accessible to each and every citizen, for transmitting, as well as reception purposes, as one facet of democratic participation in social life.

3.2 Media education methods should include:

i. comparative analysis of the various media messages, attention being drawn to subject matter and the way it is handled;

ii. analysis of audio-visual idiom (sounds, images and combination of the two);

iii. analysis of the various types of programme;

iv. analysis of the media differences in the treatment of identical subject matter (eg adaptation of the novel).

These different analyses could lead to theoretical and practical work to give young people a better command of codes and enable them to participate in media culture.

This media instruction, designed to make the young genuinely autonomous in their use of the media, should be allowed to remain highly open-ended; it should foster, through dialogue, the confrontation of students with the message; teachers have no monopoly on knowledge or meaning.

A shortage of technical resources should not prevent altogether the introduction of the media at school, since a number of activities require only limited resources.

Nevertheless, secondary school classes ought to be equipped with cameras, tape recorders, video cassette recorders and colour television sets. These tools make for flexibility and ease of use, and make it easier to cope with the inflow of televised messages.

4. Training the teachers

All teachers are entitled to:

i. thorough initial and in-service training, as a matter of priority, to equip them with the theoretical and practical knowledge they need for this type of teaching, and to be involved in drawing up the relevant training syllabuses;

ii. respect for a code of professional practice based on the principles of neutrality and objectivity, and to safeguards concerning their professional freedoms and rights;

iii. recognition of their right to exercise educational initiative and of their competence to research their own praxis, eg as members of an educational team.

This training calls for:

i. university and training college, and training institutions in general, curricula which include training in communication (oral, written and audio-visual) and in group work;

ii. co-operation with media practitioners (involving seminars and meetings attended by teachers, parents, youth and community workers and adult educators).

Lastly, in view of the proliferation and variety of media, scientific surveys are needed to assess the various aspects of the media's impact on society, confrontation with other cultures, particularly their effect on young people's development.

CONCLUSION

The participants hope that the interest the media are attracting will help reduce, gradually, the gap which exists between the world of the young and of the adult, and enable school to play a more effective part in the education of the citizen.

8. CONCLUSION

As General Rapporteur for the symposium, I should like to make one or two final comments.

It would seem unnecessary to advance any additional arguments in support of the need to make a place for media studies in education. In his lecture Mr Duboux spoke at length of the quantitative and qualitative importance of young people's cultural experience of the media. It pervades their minds and forms a shared cultural background on which families, teachers or youth and community workers can make little impression. Mr Brunswic emphasised the fact that the coming technological advances in communication and information media meant that this was the time to be thinking about ways of making the education and communication systems work together better for the benefit for the young.

I should prefer to look more closely at the ways in which the media are to be incorporated into education. The school's traditional method would be to assemble a body of basic knowledge about these media and then teach it, once it had been officially endorsed by inclusion on the list of academic subjects. This procedure would be in keeping with the principle of academic instruction, which transmits items of knowledge arranged into a structure and according to a method of learning based chiefly on the written word and its conceptual logic. Nowadays, however, the young person to whom this instruction is addressed is placed in contact, in his environment, with facts, messages and forms of behaviour which are motley and heterogeneous and expressed in forms which are predominantly graphic and audio-visual.

There is a profound disparity between the two ways of gaining knowledge - the one based on the written word, with well-known learning methods, and the other dealing primarily in sensory perception, which calls the emotions into play but in respect of which few learning methods have been established. Even assuming, moreover, that solutions had been found to the problems of the ways in which these messages are assimilated in their varying presentations, it would still be necessary to teach young people to express their needs in regard to information, seek the means of access to it and integrate it among the activities of their lives as citizens.

To my mind, the education of the young today calls for a shift of focus within the school as institution. Rather than rely upon a structured body of knowledge to be transmitted, the school should consider the young in their socio-cultural environment, as the subjects of every kind of learning. As regards the media, in other words, it would be better, instead of passing on knowledge about them to start with pupils' interest is one or another medium as they ordinarily use it, eg the television programmes they are used to watching at home.

In fact, what I am talking about is nothing more obscure than the learner-centred education with which the more innovative pedagogical efforts are experimenting, and which offers, among other advantages, that of being able to adapt flexibly to the cultural level of every individual. Of course, it does presuppose a command of language but also of reading and writing in the mother tongue.

With this new approach, the youngsters would need to develop their own personality, by placing themselves in a society in which the school was no longer the sole source of knowledge. The object of the exercise would be to bring the youngsters to some degree of autonomy by giving them the means to gain control over their environment. Primarily, this requires the ability to reflect upon experience and broaden it by placing it alongside that of others, and also to select and receive critically

the messages emanating from the various media; that is, to choose them in relation to one's personal needs, and to classify and examine them while putting them back in their context. Much material on this point emerged from the contributions of working groups, combined with those of the lecturers.

I believe it would be apposite, on the other hand, to elaborate here upon two aspects of this education which have produced little information and which need to be investigated.

In their contacts with the media younsters may, in proportion to the liveliness of their curiosity, pick up items of information, but what they are primarily looking for is relaxation and pleasure. Any learning that takes place is totally dependent upon the involvement of their emotions. And thus far, the school's style of learning, being associated with the austerity of effort, has undeniably seemed to represent the very opposite of the pleasure experienced by the television viewer or reader of comic strips. Apart from the change in outlook demanded of the teacher, research is now needed to determine how an intellectual process might be associated with a process of reception which mobilises the individual's emotions to such an extent.

Furthermore, by analogy with the traditional model of reading and writing exercises in language learning, it is commonly said that a satisfactory level of fluency in "reading" audiovisual language similarly requires exercises in "writing", ie in the manufacture of audiovisual material. This parallel should not be taken too much at face value. No doubt the passiveness habitually attributed to the media consumer can usefully be offset by practical activities which may cause the viewers to become more active than they usually are. But such activities can vary widely and need not be arbitrarily confined to the manipulation of audio-visual production equipment (photography, super-8, video), simply to preserve symmetry in audio-visual expression by means of the complementary practices of reading and writing.

Like any other pedagogical activity, work with the instruments of audio-visual production must be carried out in relation to clearly defined objectives: is the object to teach young people to express themselves in the audio-visual language, or is it to create with images and sounds? Is it to teach them to communicate by having them, as transmitters, produce an audio-visual message aimed at another group, as receivers? Or is it more simply to give them a greater command of audio-visual language by having them make images and sounds and learn to handle them. There is a considerable difference between these three objectives, they do not require the same resources and cannot be combined without sacrificing all pretence of ordered learning. It is by no means certain, moreover, that each of these "writing" objectives will have any effective repercussions on "reading". Little experimentation has been done as yet on the conditions in which the learning of writing can be transferred to the learning of reading, and what is more, it is hard to test them, chiefly because the conditions of professional and amateur production differ so greatly, even though the equipment might appear to be similar though on a different scale.

In these circumstances, the media education of young people should not be left entirely to the school but should involve the whole educational community, that is, parents, teachers and the instructors outside the classroom who share in the education of the young. It should be given in the course of their multiple daily relations with adults, and first and foremost, with their parents.

This goal would not seem unrealistic, as indicated by the experiment in "Educating the young in active viewing" which has been in progress in France for the past two years and involves all three groups.

Such a change implies serious and careful training of teachers, however. Adults do not master the new audio-visual media as readily as do the young, mainly because their culture has been acquired essentially through the written word. Also, lacking the tools for the analysis of images and sounds, they hesitate to attempt the experience of understanding and learning through images. These reasons account in part for adults' discreet silence about young people's television viewing both inside the family, at school and in his leisure pursuits.

Media education must also avoid two dead-end paths: one is to introduce pupils to the manipulation of apparatus and leave them there, and the other is to undertake a study of audio-visual language whcih never goes beyond abstract generalisations because the form of expression is not apprehended in its tangible reality - that is, as a system of meaning embodied in a network that goes from manufacture to distributor and engenders a social process of communication.

APPENDIX I

UNESCO

Statement for the Symposium on Secondary School and the Media

Etienne Brunswic

EDUCATION AND THE MEDIA

I

The programme and budget approved by the 21st General Conference of UNESCO (1) indicate a comprehensive effort to respond more fully to the effects of the spread of the communications media in every field of the organisation's activity.

A first analysis of the items in the 1981-1983 programme and budget which bear some relation to media education, the use of the media for educational purposes and, in a more general way, matters concerned with communication in conjunction with the development of education, science and culture, produces a total of ninety paragraphs. The use of the media as aids in education and the educational applications of the mass media are quite fully represented in the programme.

The question of the repercussions for education of the growing role of the media in society, on the other hand, is a newcomer, especially in the education sector.

The effects on education of the growth of communication technologies should be studied as one aspect of the general issue of technological development and its impact on societies and cultures but also, because of the many inter-relations between education and communication, as a problem in itself.

Communication cannot be easily isolated in our technological environment because the interdependence and increasing interconnection of its components, as exemplified by telematics, are salient factors in the progress of modern technology. The object hence is to understand the effects of the growth of science and technology on cultures and societies, distinguishing between the destructuring action so heavily stressed by educational circles and the inducive effects through which science and technology are eliciting new values and new objective historical possibilities, and to consider what might be the substance of a culture that was in harmony with our present level of scientific and technological development.

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(1) Belgrade, 1980.

In addition, the school, which is the communication intersystem par excellence, also forms part of a wider system of communication. Any attempt at communication as social interaction produces learning, and education is learning geared to fixed objectives and curricula. "Education is both more and less than communication" (1). The part of the CIC Report on the educational potential of communication brings out very clearly the particularities of education and communication, and their solidarity. "These increasing links between communication and education force us to ask how the relationship can be made more fruitful and positive. But it remains necessary to take account of the specific nature of each process" (1).

From the institutional point of view the relations between education and communication systems have proved almost universally uncomfortable despite the fact that the authorities regard both as ideal instruments of social integration. The school, a more closed structure, and educators as a profession, tend to react defensively if not actually to show fear, faced with the spread of radio and television, which are accused of competing and suspected of being instruments of manipulation or covert persuasion. Broadcasting corporations, meanwhile, tend to ignore educational institutions even if (perhaps because?) they include education among their official tasks. Despite certain efforts, the link between information received through the mass media and the instruction dispensed in schools or related establishments is weak, if not non-existent or positively antagonistic.

The coming technological advances in communication (mass and group) will bring information into the consumer society with all its attendant consequences - multinational production of programmes offered on the market in abundance, rise of dissenting cultural counter-projects at community or wider level (underground video). The ties between the material conveyed by the media and the hegemony of a contradiction-rife dominant culture will be further strengthened. In the coming years the institutions responsible for communication will have to organise, if not control, the effects of this technological revolution, while educational institutions are likely to have even greater difficulty in adapting the contents and methods of general education to social, technical and scientific change, and in satisfying the legitimate aspirations of local or regional communities whose cultural identity is being threatened by the information explosion. The time would accordingly seem to have come, thus, for a re-examination of the relations between communication and education systems, in an effort to define new education strategies integrating education and communication into a single whole and to begin thinking seriously about a reallocation of functions and responsibilities between the two.

In doing so it will be necessary to make allowance, chiefly in relation to television (radio being more adaptable), for the particular circumstances of different civilisations and cultures: on the one hand, the culture shock, that is, the distance between the culture transmitted through the media and the dominant culture in each society, and on the other, the degree of media acculturation. We can consider three cases:

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(1) Many voices, one world. MacBride Report, Part I, Chapter 2.5.

- total acculturation: both the young and their teachers have been brought up in societies in which the media already occupy an important position;

- generation-specific acculturation: the media are a recent arrival on the scene and most educators have not been accustomed to them from childhood;

- no acculturation: societies are exposed overnight to the full force of mass media.

Similarity in the development of schools television schemes in industrialised and in developing countries might seem to imply that the elements of the problem are the same everywhere. However, too little research has been done in the field, especially anthropological research into the effects of the media, and so we must proceed with great caution. Most studies on the impact of the media (Berelson, Festinger, Himmelweit, Hoveland, Lasswell, Lazarsfeld, McGuire, McLeod, Mendelsohn etc) date from the early days of the mass communication media in Western societies. Most present theories relating to learning alone, whether behaviourist (stimulus-response), genetic or psychosociological, cannot account for the effects of visual or audio-visual communication on cognitive development.

Lastly, the behaviour of the social and occupational categories concerned in the relations between the media and culture and education - political and cultural authorities, educators, communicators, parents, pupils, viewers - is more a matter of opinion and emotion than the product of objective attitudes based on the results of research.

II

On the basis of the foregoing, we can classify current or future activities under two headings according to whether they relate to:

I. content and methods, or

II. policies, that is, the organisation of education and communication systems.

I. As regards content and methods, the overall approach could be stated as follows:

To improve the relevance of the content and methods of general education in relation to scientific and technical progress and in particular to the growing role of information and communication in society.

Under this heading come activities designed to

1.1 prepare people to use communication appropriately, individually and in society ("educommunication");

1.2 suitably revise educational curricula, sequences and methods in accordance with pupils' everyday cultural environment (indirect education);

1.3 train teachers accordingly;

1.4 improve young people's response to the audio-visual environment, ie avert or attenuate the effects of the technological explosion in communication;

1.5 analyse the cultural effects of the spread of mass communication media.

II. As regards policy and the organisation of the education and communication systems, the overall approach could be stated as follows:

To foster a better relationship and association between education and communication as part of a review of roles and redistribution of their respective functions with a view to the harmonious development of the individual in society.

Under this heading come activities designed to

2.1 encourage public participation in the programming of educational, cultural and communication activities;

2.2 relate, at the planning level, the systems of communication and education, in view of the need for a harmonious cultural policy;

2.3 devise, in the light of permanent education, a re-distribution of the educational functions of social institutions, defining the tasks and material which could be taken over by other forces in society - the family, youth organisations, trade union organisations, cultural associations and, in particular, broadcasting bodies.

These projects do not concern education alone but are patently interdisciplinary and intersectorial and imply active co-operation between education, culture, communication and the social sciences. No measurable impact can be made between now and 1983, moreover; the object will be rather to build up an overview into which activities may be inserted during the present period of review and planned for the ensuing medium-term programme.

APPENDIX II

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